

## **COUN 6170, GROUP COUNSELING**

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**Texts:** Corey, G. (2008). *Theory and practice of group counseling* (7th ed.). Pacific Grove, CA: Brooks/Cole.

Corey, G. (2008). *Manual for theory and practice of group counseling* (7th ed.). Pacific Grove, CA: Brooks/Cole.

Jacobs, E. E., Harvill, R. L., & Masson, R. L. (2012). *Group counseling: Strategies and skills* (7th ed.). Pacific Grove, CA: Brooks/Cole.

**Objectives:** The student will be able to demonstrate:

1. knowledge of the four basic types of groups and approaches used for each;
2. knowledge of principles of group development, process, and dynamics; group member's roles and behaviors; and the therapeutic factors of group work;
3. knowledge of and basic skills in selection criteria and methods, assessment of group members and the social systems in which they live and work;
4. knowledge of and basic skills in planning group interventions;
5. knowledge of and basic skills in group counseling methods, including group counselor orientations and behaviors in a multicultural context for children, adolescents, and adults;
6. knowledge of theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
7. knowledge of differences in group leadership styles and approaches, and development of an understanding of the one's own personal orientations and style;
8. knowledge of methods of evaluation of group process and outcomes, and skills in collaborative group processing; and
9. knowledge of professional preparation standards for group leaders.

### **Course Requirements and Activities:**

#### **A. General requirements**

1. **COUN 6180** component: Participation in group lab. The first two sessions will be held from 8:00pm – 2:00 on 1/22 and 2/5 as advertised or other times that are unanimously agreed upon by leader and members.

All students will be required to complete COUN 6180 during the current semester.

The primary purpose of the lab is to provide an opportunity for students to experience being group members (and, therefore, experience group process) prior to leading their own groups. As a growth group, the lab will provide an opportunity for students to learn more about themselves, their feelings, and their interactions with others. The members will be asked to participate as much as possible in the process from their own frame of reference and to express their own feelings, but

they may share as much or as little personal information as they choose, and they may "pass" or participate at the "role-play" level when they feel uncomfortable doing otherwise. The grade will be based entirely upon attendance, punctuality, and cooperation for the meetings during the first half of the semester. If the group leader excuses an absence because of extreme circumstances, there will be an out-of-group assignment that can make up for the absence.

During the second half of the semester, class members will serve as leaders, with the primary goal being to provide an opportunity for students to practice their group leadership skills. Some of these student-led sessions will be held during regular class time and some will be held at different times as notified by the instructor, at the Center for Counseling and Psychological Services. Demonstration of skills will be graded as part of COUN 6170 requirements.

**B. Demonstration of knowledge of content (500 points)**

1. Active participation in class assignments which will include
  - a. Regular class attendance and participation in discussions, simulations, and class activities. Because this is a skills (as well as a theoretical) class, attendance and participation are essential. **(15 points)**
  - b. Completion of an "informed consent" checklist to comply with the latest edition of the *ASGW Best Practice Guidelines*; **(10 points)**
  - c. Completion of an annotated "informed consent" checklist telling how you would cover all of the appropriate information **(5 points)**
  - d. Completion of a brochure or advertisement for a group. **(10 points)**
  - e. Completion of a plan for one session as leader of group. **(Draft due week prior to your session = 5 points; Final plan due day of session = 5 points)**
  - f. Completion of manual (omit chapters 6, 7, 8, & 12); **(30 points)**  
Either one of the following: **(10 points each)**
  - g. Completion of critiques of two approved articles dealing with group counseling/ therapy at least one of which must be a research article (instructions will be provided);
  - or h. One of the critiques listed in "g" and attendance at any approved continuing education workshop (minimum 2 hours) on group work and submission of a critique.
2. Demonstration of a thorough understanding of the texts, supplemental materials, and information presented in class by three tests **(100 points each)** and the average of quiz grades (the lowest quiz grade will be dropped; the quiz average will count **100 points**).

**C. Demonstration of group membership and leadership skills (500 points)**

1. Each student will demonstrate an understanding of appropriate behaviors of a responsible group member through his/her own cooperation and participation in class activities, group exercises, and sample group sessions.
2. Each student will demonstrate group leadership skills during class simulations. Each student will (at a minimum) lead or co-lead group in class on a topic stimulated by an exercise of his/her choice (which is not a "get-acquainted" or "ice-breaker" exercise.) Introduction and facilitation of the exercise will be the catalyst for a 20 minute processing session or discussion which follows the activity. Time permitting, other group leadership opportunities will be available during class.

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3. Each student will lead one session of a group during the second half of the semester with your classmates as the group members. This will be a single session of the hypothetical group that students will have planned in this course, following these guidelines:
  - a. The session will not be the first or the last session of a group and will be some aspect of an approved topic such as anxiety/stress management; communication; anger management; grief work; children of divorce; couples work; motivation for success; preparing for college; parenting; or teen pregnancy.
  - b. The leader may instruct the members to be themselves or to role play a specific population over 13 years of age.
  - c. The session will include an appropriate opening, working, and closing/processing phase.
  - d. The leader will facilitate discussion and sharing for at least half of the session rather than moving from one activity or exercise to another.
  - e. The leader will base at least one significant aspect of the session **on any counseling theory** and will be able to explain how the theory was utilized.
  - f. A draft of the session will be submitted prior to the leadership day; the final version of the session will be submitted at the time of the leadership of the session.Further information regarding leadership skills will be provided closer to the time of the demonstration.

**Disabilities:** Students with disabilities have the right to self-identify to the instructor and should do so during the first week of class if they are in need of accommodations. Those accommodations must be approved through the Disabled Student Services Office in KUC 120.

**Dispositions:** Students in the Professional Counseling Program are required to demonstrate program Dispositions (being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions may be communicated to program faculty to be used as a component of the faculty's continuous evaluation of student progress. (See Professional Counseling Program Handbook for details.)

**Grading Scale:** The student will be expected to perform well in both knowledge and skills, and these categories will be graded separately. Points for the demonstration of knowledge of content portion will be accumulated throughout the semester, and in a sense, will be more "objective" than the points for the demonstration of group membership and leadership skills. The latter will be assessed according to the professional judgment of the professor who will give feedback throughout the semester. Final assignment of points, however, will not be made until the end of the semester, so as to take into account time for skill development and improvement throughout the semester. The numerical averages that will determine the grade, using the following percentage scale:

A = 93 -100; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D = 60-69; Below 60 = F.

Incompletes are given only in the most extenuating of circumstances. Serious ethical violations will result in an automatic failing grade.

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**Tentative Class Schedule:** Please read the assignments and complete chapter of the manual corresponding to the Corey assignments prior to the class period where the chapter is listed.

<b>Session</b>	<b>TOPIC</b>	<b>ASSIGNMENTS DUE</b>
1	Overview/ Why do groups? Kinds of groups Therapeutic factors of counseling & therapy groups	
2	<b>Saturday Group Lab</b>	Bring your open, honest, authentic self!
3	Ethical considerations Roles of members Basic leadership skills	Corey Ch. 1, 2, 3 (Reference to Corey always means text and manual); Jacobs, Ch. 6 <b>Select a theory for group session later in semester</b>
4	Basic leadership skills Group process/Stages Planning a group	Corey Ch. 4 & 5; <b>Informed Consent Checklist</b> due
5	<b>Saturday Group Lab</b>	More openness and authenticity!
6	Planning a group session	<b>Annotated “Informed Consent Checklist”</b> telling how you would cover each appropriate item on the checklist. <b>Brochure or Advertisement</b> for a group due; 10 copies.
7	Purpose & Focus	<b>TEST</b> on Corey Ch. 1-5; Jacobs Ch. 6; discussion. Read Jacobs Ch. 3-5 & 7
8	Advanced Skills Rounds, dyads & exercises Group practice	Jacobs Ch. 8-11 Assigned students will lead a group exercise & group discussion; to be continued the next class meetings.
9	Leading in the “Here and Now” Group practice	Jacobs Ch. 12-16
10	Group practice Planning a session “Here and Now”	Revised brochures due.
11	Existential Counseling theory in group	<b>TAKE-HOME TEST</b> on Jacobs Ch. 3-16, selected handouts & class discussion due by beginning of class; can be submitted on line. Corey Ch. 9; Quiz on Existential
12	Person-Centered Gestalt	Corey Ch. 10, 11; Quizzes on Person-Centered & Gestalt <b>Draft of Session Plan</b> due; Final plan due when student leads the session
13	Cognitive Behavior & REBT Student-led group sessions	Corey Ch. 13, 14; Quizzes on Cognitive Behavior & REBT <b>Chelsea: (Cog) Stress Management</b> <b>Kirsten: (REBT) Beating the Blues</b>
14	<b>Saturday Group lab</b>	Student-led group sessions <b>Megan Frost: (Cog) Self Confidence</b> <b>Amanda (Gestalt) Improving Relationships</b> <b>Maria: (Adlerian) Roles in the Family</b>
15	Reality Therapy Student-led group sessions	Corey Ch. 15; Quiz on Reality Therapy <b>Emily: (Reality) Needs and Wants</b> <b>Ryan: (Reality) Mortality</b>
16	Solution Focused Brief Therapy Student-led group session Discuss articles and research related to group work	Corey Ch. 16; Quiz on SFBT <b>Article or workshop critiques</b> Corey Ch. 17, 18 <b>Meghan Mc (SFBT) Feeling Blue</b> <b>Cameron: (SFBT) Relationship Building</b>

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17	FINAL TEST	<b>TEST</b> over Corey, Ch. 9-17 (excluding 12) & class discussion <b>COMPLETED MANUAL DUE</b>
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